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of three years of Latin and two of Greek. The University of Michigan will in its approaching catalogue express a preference for the full classical course as a preparation for the Engineering Course. Nor is there any indication that other colleges and universities which now emphasize the value of Greek will abandon that position. Recently it has been stated that the best scholars at Princeton University are those who have pursued Greek, and this is the case in many other institutions. There is then every reason for those schools which still teach Greek to continue that service to scholarship and to sound learning.

II. The four Maine colleges have agreed, through their Greek departments, to make every effort to adjust their courses in Greek to actual conditions. They will increase the efficiency of the elementary courses: they will make provision for students who have had one or two years of Greek in the schools to continue that study without difficulty; in every way in their power they will encourage students who will profit by the study of Greek to begin that subject in college. In this they ask the co-operation of the Principals. There are each year boys and girls coming from our Maine schools to college who should have training in Greek. Principals could render a distinct service to scholarship by informing such students of the opportunities of which they may avail themselves. Undoubtedly some boys and girls would not only be benefited by the study of Greek, but would in later life be positively handicapped without it. Students of language, teachers of English, and all those who are more than commonly interested in literature and in writing have testified again and again to the value of the discipline and the culture that comes from the study of Greek.

III. It is not so widely known as it should be that the classical departments in all our Maine colleges offer instruction in matters pertaining to Greek life, thought, art and literature, in courses where a knowledge of the language is not required. Although no one can fully appreciate the Hellenic spirit unless he studies it as it is expressed in the original Greek, these general courses are nevertheless of great value; and students in our schools should be informed of the opportunities to continue their study of the ancient world along these lines.

IV. The college members of the committee will be glad, on the request of Principals, to give addresses before schools or Latin or Greek classes, on the benefits of the study of the Classics and of Greek in particular, and of the opportunities for such study in our Maine colleges.

One thing the Classical Departments of all Colleges and Universities should do is to resist to the utmost any effort to diminish the part played by Greek and more especially that played by Latin in their several curricula. This applies particularly to the Colleges and the Universities of the East, precisely because what they do has such influence on the action of the Colleges and the Universities of the West. For all their boasted independence the State Universities have both eyes at all times on the great Universities of the East; they are eager after all not to be too far removed from them, particularly in the things that pertain to 'culture'.

C. K.

SCHOOL EDITIONS OF THE CLASSICS

At the Eighth Annual Meeting of The Classical Association of the Atlantic States, held at Barnard College, April 17-18 last, members and visitors were invited by the programmes, distributed several weeks in advance, to discuss the question, The Proper Contents of Editions of Latin Authors, under six heads as follows:

- (1) To what extent should words and phrases be translated?
- (2) Should references to Greek literature appear?
- (3) What references to Latin authors should appear?
- (4) How much attention should be paid to etymologies?
- (5) How much attention should be paid to literary criticism and modern parallels?
- (6) What illustrative material (maps, pictures, etc.) should be employed?

Certain principles or distinctions are involved in each of the six subdivisions of the question, which the writer feels able to set forth now more clearly than he could have done orally in limited time. Some of them, as it happened, were brought out in the discussion; some were not.

(1) Translations in the Notes by editors of words and phrases in the text proceed from one of three motives: (a) the words appear in an unusual significance which is not sufficiently explained in the Vocabulary or the Dictionary; (b) the editor finds translation a short-cut for explaining the construction of words in the passage (in this case his translation is often preceded by 'lit.').; (c) the editor believes that the student will understand the meaning of the passage, but that he will not be able to express it with sufficient propriety and elegance in the vernacular. The first may be a legitimate reason for translation, provided it is not in the power of the editor to put the explanation in the Vocabulary (where it properly belongs), and provided the significance is truly unusual and not easily deduced from the ordinary meaning of the word. There is, however, great danger that this will be confused with motive (c). (b) and (c) are not legitimate reasons for indulging in translation. Construction can be explained as such, and it must be so treated if it is to hold place on the crest of the wave of attention of the pupil, or make any impression¹. Proof of this assertion is found in the familiar experience that the indirect method, 'literal translation', usually fails of its mark—in cold print; it is different on the living lips of the teacher (for reasons which it would take us too far afield here to explain). Secondly, the editor's duty is done when he has provided the material which will enable the pupil to understand the meaning of the Latin passage; if the teacher is not a wholly superfluous adornment in the class-room, one of his functions is to help the pupil to find an elegant expression in the vernacular

¹ The condition is not otherwise than in this: that one may tell a child a hundred times that two and two make four, and he is none the wiser; but give him two blocks and two blocks until he discovers for himself that he has four blocks, and the fact is etched upon his brain for life.

for ideas that are in the pupil's mind. Any attempt, however slight, on the part of the editor to do this teems with the deadliest poison of the 'pony' and is an unmitigated evil. If it is true that there are teachers who need assistance in this, there should be special teachers' editions; and they might as well be thoroughbred equine stock. In brief, translation by editors, as by teachers, is often that all too common human error—following the path of least resistance.

(2) and (3). There are passages in Greek and in Latin literature which help the scholar to understand the significance of the text which is in the hands of the student. These should be included in the notes in full, so far as practicable; but always in a form that is easily intelligible to the pupil. Perfect attainment in classical culture is to comprehend wholly the meaning of the writer and to idealize correctly the thought and the action in their temporal setting. To this end far more help is needed than is customarily supplied to our pupils; and it requires more thoughtful study on their part than it can command if imparted orally in the class-room. Appreciative understanding of the historical setting is acquired, in general, only from the original sources (albeit in translation), not from modern scholars' abstracts or deductions from them. A few generations ago a comparatively young boy read nearly all the classical Latin literature and large portions of Greek; the wide reading itself formed a means to classical culture as defined above. As we have constantly diminished the amount of reading, have we found any substitute means thereto? It is questionable whether a majority even of our College graduates from classical courses attain an equal insight. There is no factor in the educational value of study of the Classics more important than this: the genetic enlargement of the intellectual inheritance of the individual.

(4) Every word that contains a root with which the pupil may be fairly assumed to be familiar, should be accompanied by a clear indication of that fact in the Vocabularies of school editions of Caesar and Cicero. Tracing the history of words, at this stage of the pupil's development, is of value in so far as it leads to the discovery of relationships; beyond that it is apt to lead to the dissipation of needed energy and attention. But this much of it is necessary—one may say indispensable—to success; because neither accuracy of thought nor correctness of understanding nor 'Sprachgefühl' nor increased command of the vernacular can be developed in a mind to which every word is a separate entity, contrary to historical truth. The material for this study must be in the text-books; it cannot be satisfactorily imparted by the teacher. Attention should be directed to the word-relationships by confining to a minimum the definitions in the Vocabularies. But more of this below. In the Vergil and the Livy stages of the pupil's course, etymology should quite properly be directed to tracing the history of the meanings of the word, rather than to the origin of the word itself, to

distinguishing between a developed meaning that became conventional and a forced use by which the writer got a striking effect in a given passage. The study should not have the classical period as a time-limit for words which are familiar, though modified in form and meaning at the present day (this pertains to the class-room rather than to the text-book): dealing with words in accordance with the facts of their development is the necessary understory for the oft-mentioned desideratum of classical study, increase and precision of vocabulary of the vernacular and refinement of its growth: it is another point of orientation of the latest generation, in human life.

(5) In regard to comparisons with modern literature and citations therefrom, it would seem that a very definite law might be laid down, that they are pertinent only in so far as they illuminate the original, and should not be introduced for themselves². It is hardly to be expected that, at first reading, the youthful mind will appreciate a foreign classic with breadth enough to attain the plane of any literary criticism, considering the small amount of the antecedent reading of our pupils. There are exceptions to this; but the good of the greater number should have precedence. When aught else than that which will be used at the first reading is included in a text-book, it should be confined to appendices or special notes.

(6) Of maps, and especially of pictures of actual ancient objects and of trustworthy reproductions of them, the more the better. No book has yet had too many.

To the six subdivisions of our question, as suggested for consideration at the last meeting of The Classical Association of the Atlantic States, may be added another.

(7) *What should not be there?*

(a) One of the greatest difficulties that teachers have in using Secondary School text-books of Latin authors is that the Vocabularies are filled with definitions suitable for use in certain passages (after the passage is understood), but which do not present correctly the meaning of the word. For example, *inducere* is sometimes translated by 'to cover'; but is it possible for the pupil to feel correctly the case constructions used with this verb when that is the definition given in his Vocabulary? Then the next day in prose composition we get for 'he covered his retreat' the rendering *latebras induxit*. And youthful dignity is greatly offended when the teacher is not satisfied, to say nothing of the fact that youthful respect for language as the product of a rational animal is greatly lessened, and an opportunity for the education which is the purpose of the course is lost. This is not inconsistent with what is said above in paragraph (1). In the opinion of the present writer, Professor Lodge's Vocabulary of High School Latin approaches most nearly the ideal for High School pupils, and nothing

² See Professor Knapp's paper, *Some Points in the Literary Study of Vergil*, *The School Review* 13 (1905), 492-508.

more than this as a vocabulary should be in regular use by them. The teacher can do the rest—it pertains to translation (see on subdivision (1)); or the pupils may profit by *occasional* references to a large Latin Dictionary.

(b) It has been a practice on the part of some makers of text-books to give, without discrimination, references to explain some rather unusual construction and others which merely name the most ordinary usages. When a boy fumbles the pages of his Grammar to seek out a certain number and finds as a result only 'The ablative is used to denote the means or instrument of an action', or 'The dative is used as the indirect object of verbs', he is not likely to repeat the process many times; he will endeavor not to get 'stung' again. The result is that at other places he will fail to get needed information about constructions which, perhaps, he has never met before. If, on the other hand, the editor would always explain constructions in his note, and give references to the Grammar only for those which are unusual, then the pupil could judge for himself whether he understands it well enough without fingering the Grammar. An objection will be raised to this, that the editor often wishes to put it in the power of a student to find out how to construe a certain word, without telling him outright before he has a chance to think. But is any pedagogical good gained by this cryptic method at all comparable with the harm that is done? Is not the same end attained if the editor says, for example, '*tactis*: construe with such and such a word', or 'What use of the ablative is this?', thus saving the Grammar ammunition until the eyes of a real enemy are seen? If the editor feels that a 'completely parsed' text is needed, in competition with those already on the market, he might put it in a separate volume; but probably living teachers will prefer to keep it out of the hands of their pupils.

In summary, the following principles have been enunciated. The utmost initiation into the thought and the real conditions of life of the period of antiquity should be included. Extraneous matters should be excluded, lest attention be spread too thin. Nothing should be included which will not be used, in order that habits of neglect and inattention may not be fostered. Symbolism should be reduced to a minimum, both in the definition of words and in the naming of construction, in order that opportunity may be left for the products of real thought.

HASTINGS-UPON-HUDSON.

BARCLAY W. BRADLEY.

A SUMMARY OF RECENT ACTIVITIES ON THE PALATINE¹

Commendatore Boni's excavations on the Palatine have not as yet been scientifically published, and it is perhaps venturesome to attempt a résumé of them at

this time². In view, however, of the general interest they have aroused and of the somewhat uncertain nature of the reports which have appeared from time to time in American, as well as foreign, reviews, it may be that this brief notice of the more important of his discoveries since he began work on the Flavian palace in October, 1911, will have a temporary value for readers of THE CLASSICAL WEEKLY.

Investigations have been limited strictly to the great series of public rooms which occupy the center of the hill-top, formerly erroneously known as the *domus Augustana*, but nowadays, from its topmost archaeological layer, commonly referred to as the *domus Flavia* or palace of Domitian. I shall call it, for the sake of convenience, the imperial palace, or simply the palace, though this term may of course be legitimately extended to cover most of the hill-top. The discoveries, in any case, may be conveniently grouped under three heads: first, substructures, pavements, and accessories of the palace in the successive stages of its development; second, remains of republican houses over which the palace was built; and third, remains of a primitive archaeological stratum beneath the palace foundations.

The palace proper, as Boni has shown, rests on the summit of the primitive Palatium, not on the *intermontium* between Palatium and Cermalus. He has succeeded also in exposing the substructures of the *tablinum* in such a way as to present a fairly definite chronology of its development. The cement foundations of the *domus Flavia* or palace of Domitian, containing silex, cut older ones containing travertine, probably to be assigned to the palace of Nero. These in turn cut still older walls containing fragments of republican tiles, probably of the palace of Caligula. This can be seen to advantage from a point near the entrance to the *tablinum*.

To the palace of Domitian Boni attributes the magnificent granite pavement, with its border of Numidian marble (*giallo antico*), in the *triclínium*. The huge 60-foot octagonal impluvium of the *atrium*, or peristyle, cut through but not laid bare by previous excavators, is likewise a part of the Flavian palace. To the Neronian structure, however, belongs a series of five apartments in *opus signinum* under the *basilica*, which, on the evidence of the action of salt on the plaster, Boni identifies as a reservoir for salt-water fish destined for the imperial table.

At a depth of some four or five meters under the *triclínium* of the Flavian palace a series of rooms has been exposed, which, Boni thinks, forms a part of the house of the emperor Tiberius. This, in his opinion, constituted the kernel of the later palace, which was built over it at a much higher level, seemingly in order

² The preparation even of this modest report would have been impossible without Commendatore Boni's courteous aid. See, moreover, his own recently published informal statement, *Les nouvelles découvertes du Palatin*, Brussels, 1914 (a lecture delivered at the University of Brussels, June 18, 1913), and E. Steinmann, *Sul Palatino*, in *Nuova Antologia* for March 1, 1914, pp. 133-140.

¹ This paper was written in Rome, March 25 last. c. k.